

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Liz Coffey
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and two children aged 11 years and 21 years. The family live in a three bedroom house in Thornton Heath, in the London borough of Croydon. The downstairs of the house is used for childminding. There is a fully enclosed garden. However, this area is not currently in use due to recent building works. Children enjoy regular trips to local parks and playgrounds.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Her registration allows her to care for a maximum of four children under the age of eight years, of whom two may be in the early years age group. Currently there are two children on roll, one of whom is in the early years age group.

The childminder is a member of the National Childminding Association

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, stimulating and inclusive environment. She provides a good range of activities that meet children's interests and promote their development, across the six areas of learning. There are good systems in place to ensure regular communication with parents on children's individual needs and their learning. Required documentation is in place and records are stored confidentially. The childminder has begun to use systems of self evaluation to reflect on her practice. She recognises the importance of continually developing her service to ensure improved outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop observation and assessment records showing how they can be matched to the expectations of the early learning goals

The effectiveness of leadership and management of the early years provision

Children are kept safe and their well-being is promoted by the childminder. The childminder has devised written policies and procedures, which she shares with

parents. The childminder has appropriate referral details in place and is aware of the procedures she would follow if she had any safeguarding concerns. The childminder updates her knowledge through attending relevant training and workshops. She holds a valid first aid certificate and has required public liability insurance.

Children play in the front room and rear reception room where furniture and equipment are arranged to allow them to move about safely and freely. Resources are effectively stored to enable children to self-select from a range of activities. Comprehensive risk assessments for the premises have been completed and recorded, and good use is made of equipment such as stairgates and safety locks on low level cupboards to protect children from hazards. An outings policy is in place and identifies steps taken by the childminder to ensure children's safety when out of the home.

The childminder promotes children's understanding of how to keep themselves safe, for example by teaching them the importance of road safety and behaving in a safe manner both in and out of the home.

Children demonstrate a strong sense of security in the setting and are settled and relaxed in the childminder's care. All children and their families are valued and equality and inclusion is promoted. Children engage in a wide range of activities that help support their learning and development. The childminder has developed good communication systems to enhance partnerships with parents and other settings children attend, such as schools and nurseries. The childminder is aware of the strengths and weaknesses of her provision, and has begun to use systems of self-evaluation to identify targets for future improvement. She recognises this as an area for ongoing development.

The quality and standards of the early years provision and outcomes for children

Children benefit from a very good range of resources, experiences and activities. The childminder is very well organised and has a wealth of experience in caring for children. Activities are well-planned; the childminder is resourceful and provides stimulating and interesting activities to engage children. Photographs of children enjoying outings and playing together in the home and garden are shared with parents. Written observations of children's learning and development are recorded and parents are provided with a monthly report on their children's progress. However, as yet, these observations are not used to identify how well children are achieving in line with the early learning goals. The childminder is keen to develop this aspect of her record keeping.

Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. The childminder demonstrates a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. They particularly enjoy cooking activities, where they bake their own cakes and biscuits, weighing and measuring ingredients and learning to follow recipes. New children settle very well

with the childminder because she takes time to get to know their individual likes and dislikes and allows them to become familiar with her and her home environment in a patient and calm manner. Children are able to explore and select resources independently. Children benefit from a welcoming environment where very good relationships with the childminder are established. As a result, children feel safe and secure in the childminder's care.

Children enjoy regular outdoor play. They develop their co-ordination and balance as they use the fixed playground equipment such as swings and slides. They learn about wildlife as they feed the birds and learn the names of different flowers and trees. Good use is made of community resources such as libraries and 'Stay-and - Play' sessions where children have opportunities to mix with other children and learn to share and take turns. The childminder walks with the children, to and from school, and to the various places they visit. This promotes their understanding of healthy active lifestyles and provides good opportunities for children learn about road safety.

Children practise good hygiene routines, for example, washing their hands before they eat and after using the toilet. Children sit together with the childminder at meal times, making it a social occasion, which promotes their language and social skills. The childminder encourages healthy eating and talks with the children about why they need healthy foods. Children's personal care needs such as sleeping and toilet training are discussed with parents and the childminder adapts her routine to supports the children's individual needs. Overall, children develop good skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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